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ABSTRACT

This paper contains three lesson plans about India for use at the community college level by teachers of freshman English, any literature course that includes a unit on Indian literature, or English as a Second Language. The lessons vary in length and depth with the pace set by the professor. None is intended to be completed in one class period. The lessons contain objectives and procedures for conducting the lesson, as well as suggestions for additional resources. (EH)

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Curriculum Projects Developed by 1997 Seminar Participants

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SO 029 074

To: 1997 Fulbright-Hays Summer Seminar Abroad Program, "Continuity and Change: India on the Threshold of the 21st Century"
From: Professor Kathleen M. Wright,Orange County Community College
Subject: 1997 Project

The following project is the result of a five week 1997 Fulbright-Hays Summer Seminar in India and is intended to be used at the college level by any teachers of Freshman English, any literature course that includes a unit on Indian literature, or English as a Second Language.

Contained here are three lesson plans that vary in length and depth. The pace of each is intended to be set by the professor and none of the lessons is intended to be completed in one class period. Furthermore, each plan does include the use of specific details for the sake of clarity. Any other applicable materials that professors feel they might want to substitute would be acceptable.

I. English as a Second Language

A. Objectives:

1. To familiarize the students with 1) a traditional city, such as Varanasi, 2) a metropolitan city, such as Mumbai, and 3) a Hindu temple.

2. To familiarize the students with classical and folk dances of India

3. To familiarize the students with music of the Indian classical and folk dances

4. To increase the self-esteem of Indian students in ESL

5. To increase the students' vocabulary

6. To provide details for a writing assignment

B. Procedures

1. First, put new vocabulary words on the board, such as metropolitan city, traditional city, classical dance steps, saree, lungee, Lord Shiva, Parvati, destiny, etc..

2. Then show a brief narrated slide show of Varanasi,

Mumbai, a dance performance of classical dance, and a dance performance of folk dance from Taj Garden Retreat in Kerala, and a Hindu temple with Lord Shiva and Parvati

3. While showing the slides, softly play a tape of classical dance music and then folk dance music.

4. Next, provide a hands-on experience with visuals to accompany the slides and music.For example display, a puppet from Jaipur, a hand-made wooden musical instrument, a saree, a punjabee suit, a lungee and scarf, small sculptures of Lord Shiva, Parvati and Ganesh.

5. Discuss with the class their perceptions of the people and places in Varanasi and Mumbai. Are the people dressed the same in both cities? In your country (the student's country) do people dress differently in different parts of the country? In the USA? Are the buildings in the two cities different? In your country are cities different? What kind of clothes do women wear in your country ? Are there different religions in your country?

6.Students freewrite in their journals in the present and present progressive tenses about the discussion

7.Read "Destiny" (and/or any other short tale suitable for ESL) from the anthology *Treasury of Indian Tales* on pages 151-154 published by CBT, ISBN 81-7011-687-

8.Ask recall questions first. Then discuss the story regarding who are Lord Shiva, Parvati and what is the concept of destiny as expressed in the tale.

C. Assignments:

1. Have students write dialogues in which two people talk about the slides

2. Have pairs of students perform their dialogues in front of the class.

3. Have the students rewrite the story "Destiny" but pretend it is happening "right now" and use a mixture of the present tenses.

4. Have students write a paragraph in the present and past tenses about their feelings about the story or slides.

5. Have the students retell orally a folk tale that they remember from their own country then write the tale in the past tenses (to be turned in for a grade)

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II. Freshman English (expository writing)

A. Objectives:

1. To familiarize the students with the geography of India, the dress of India, Mahatma Gandhi, and the Hindu, Muslim and Sikh houses of worship.

2. To provide a concrete vehicle for discussion of other cultures

3. To stimulate the students senses so that they will develop a writing based on this exercise.

B. Procedure:

1. First, put needed vocabulary words on the board, such as Partition, Gandhi, Hindu, Muslim, Sikh, Pakistan, New Delhi, Calcutta, vendetta, legacy, saree, lungee and scarf, etc.

2. Then show a brief narrated slide show of the place where Gandhi was shot, scenes of New Delhi, scenes of Calcutta, a Hindu, a Muslim and a Sikh temple

3. Display a map of India and Pakistan in the front of the room.

4. Next, provide a hands-on experience with visuals to accompany the slides. For example, display a saree, a punjabee suit, a Muslim's hat, a lungee and scarf, a Sikh's turban.

5. Discuss with the class their perceptions of the Indian people and the temples. Discuss briefly the different religions in the States and in India.

6. Have students write in their journals for two pages about the slides and/or any aspect of the class discussion

7. Have the class read "Mahatma's Miracle" by Meenakshi Ganguly and "New Neighbors" by Bapsi Sidhwa from the August 11,1997 issue of *Time*. Discuss each one. Some possible questions might be: Who was Gandhi? What did he accomplish? Where was he the night of Aug. 15, 1947? Why? What is Partition? Where did it happen? About what were the Hindu's, Muslims and Sikhs fighting? How was the novelist, Bapsi Sidhwa's family affected? According to Bapsi Sidhwa , what is the legacy of Partition? What is a civil war? When did America have one? Are there any similarities with what happened in India?

7. Discuss the craft of how the two expository essays

are written: Is each essay developed by comparison/contrast, using examples, or cause and effect? Underline the sections of each essay that support your answers. Where is the main idea of each essay? Where are concrete details used in the essays?

8. Have students write their thoughts about the essay in their journals for two pages

C. Assignments:

1. Project just two specific slides, one of street scene in a city and another in a rural village Project the two slides simultaneously and throughout the whole class period, thus allowing the students ample time to complete their work sheet. (Two slide projectors are necessary)

2. Have the students relax and focus on the slides. They may get out of their chairs to observe and look more closely at the two slides

3. Have students complete this work sheet: How do the slides make you feel? Do the colors, shapes, and forms influence your response? What messages do you receive from the slides?

4. In their journal, have students jot down instinctively what they see, telling how the slides personally affect them. They may write down associations and comparisons.

5. Then, have each student each write a 350-500 word essay to be handed in contrasting or comparing the two slides. The essay will be graded.

6. Include India as one of the topics for the required research paper for Freshman English

III. International Literature:Non-European

A. Objectives:

1. To familiarize the students with a traditional city such as Varanasi, a metropolitan city such as Mumbai, a Hindu temple, a rural village, and a Dalit section of a city

2. To familiarize the students with the clothing of India

3. To familiarize the students with music of the Indian classical and folk dances

Other side →

4. To lead the student through a critical analysis of *Rudali* by Mahasweta Devi

Procedure:

1. First, put new vocabulary words on the board such as Dalit, Brahman, castes, saree, lungee, Hindu, Muslim, Sikh, etc.

2. Then show a brief narrated slide show of (to name just a few topics) the clothing of India, a rural village, a Hindu temple, Varanasi, Mumbai, and a dance performance of classical dance

3. While showing the slides, softly play a tape of classical dance music or any suitable other piece

4. Next, provide a hands-on experience with visuals to accompany the slides and music. For example display, a saree, a punjabee suit, a lungee and scarf, sculptures of Lord Shiva, Parvati and Ganesh, a hand-made wooden musical instrument,etc.

5. Have the class read and discuss with my guidance Rudali a story which "revolves around the life of a woman-the poor, lowcaste, Sanichari". Facilitate a class discussion about the story within the cultural context of India and the socio-economic context of the main character, Sanihari. The author is Mahasweta Devi, published by Seagull Books, Calcutta 1997

6. Discuss the concept of the caste system

7. Discuss the strength and endurance of the Indian character

C. Assignments:

1. Have the students choose any topic about India and write a research paper

2. Have students write a critical essay on *Rudali* as part of a mid-semester exam.

Finally, including diversity into all my classes not only in the form of other cultures and peoples but also in literature, challenges my students' ideas about the world.